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From Segregation To Integration: A Historical Study Of Music Education In The Colored School In Louisville, Mississippi Through 1970

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FROM SEGREGATION TO INTEGRATION: A HISTORICAL STUDY OF MUSIC EDUCATION IN THE COLORED SCHOOL IN LOUISVILLE, MISSISSIPPI THROUGH 1970

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ABSTRACT

What was music like, if it existed, in black schools before integration, and what happened to black music educators after integration? To properly address this, the history of segregation, major court rulings and other noteworthy attempts at integration, must be mentioned. This study reveals the untold history of the music department of Louisville Colored School in Louisville, Mississippi. This study will open the door for further, in-depth dialogue on the subject of music education in black schools before integration.

Five years before the 1970 integration of public schools in Louisville, MS, Louisville Colored School, sometimes referred to as Camile Street High School, did have instrumental, choral, and elementary music programs. Like many records of black schools in the South, much information about Louisville Colored School was lost, thrown out, or burned intentionally. In interviews, Mrs. Rosa Armstrong Prince, Choir Director from1963-1970, and Mr. Amel "Joe Frank" Eiland, Head Band Director and Music Area Coordinator, offer insight into the music programs at Louisville Colored School leading up to integration and their roles as a black music educators before and after integration. Mrs. Lula Wade (ca.1910-2006) was the Elementary Music teacher.

Some sixteen years after the *Brown v. Board* and *Brown II* court rulings all public schools in Winston County, MS integrated during the 1970-1971 school year, merging Louisville High School (the white school) and Louisville Colored School. In tandem with related literature, this historical study presents two accounts of music education in a black school pre-integration.

DEDICATION

This thesis is dedicated to the memory of my first music teacher, Mrs. Lula Wade.

TABLE OF CONTENTS

LIST OF FIGURES

INTRODUCTION

With a current population of about 6,500 citizens,[1] Louisville, Mississippi is a small town situated among the red clay hills of east-central Mississippi. Located ninety-six miles from Jackson, Ms., the current state capital, during the Civil War (1861-1865) Louisville served as the state's capital for a few days as other areas around the state were either in the midst of battle or had been destroyed by Union soldiers. The historical district and antebellum lake front properties (former plantations) look like scenes stolen from the 1800s and frozen, unharmed by modernity. Louisville is the quintessential small Southern town, and with her classic Southern backdrop, she bares those classic Southern scars that remain visible today.

Winston County was established December 23, 1833 with land acquired from the Choctaw through the Treaty of Dancing Rabbit Creek.[2] Official county records begin shortly thereafter. The county census taken in 1837 counted seventy-one families, with 453 white citizens and 331 slaves totaling 784 county residents. [3]The 1860 census reported that Winston County, where Louisville is the county seat, had a population of about 9,800 people and over 4,200 of these people were slaves.[4] The ensuing census of 1870, post Civil War, reports a population of about 9, 000 citizens. This drop in population could be attributed to the four

[1] "Louisville, Mississippi," Accessed 23 April 2014, http://city-data.com

[2] Ivy, H. M, *Survey of Winston County Public Schools,* Winston County Board of Education, 1956.

[3] Hoffman, Jennie Newsom, *A History of Winston County.* Vol. 1, Federal Writers Project. Works Progress Administration, 1938.

[4] "Winston County Slave Reports," Accessed 20 April 2013 http://winston.msgen.info/census/1860_slave_schedule.htm.

hundred plus Winston County men, confederate soldiers, who died in the Civil War.[5] Demographic information shows that blacks made up a little less than half of the population that year as well. This fact still holds true today. Whites made up 52% of the population of Winston County and blacks account for 45% of the population.[6] These facts and knowledge of the history of race relations in the South help lay the background for the rest of this study.

Documentation of formal, public education in Louisville dates back to 1851; however, *A History of Winston County*, a book compiled in 1938 by the Works Progress Administration's (WPA) Federal Writers Project, reports that independent, one room schools date back to around 1830 in the county. This source mentions nearly thirty-five of these independent schools around the county for white children. The schools usually bore the names of churches, communities, or the benefactor responsible for funding the small school.[7] One of the more prominent schools was Magnolia Female Academy, which began as a school for educating white girls. The name would change to Louisville Technical School and then to Louisville High School, which is still its name today.[8] The town's online archives, created by former high school history teacher, town historian, and former mayor Louis Taunton (1941-2006) do not mention a black educational counterpart. Fortunately, the WPA project details findings in the county's documents that note the existence of about thirteen one-room schools for blacks. These schools were, similarly named after churches, communities, or families.[9] Jennie Newsom Hoffman, Winston County Supervisor and writer for the WPA project comments,

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[5] "History of Winston County Mississippi," Accessed 31 March 2014 http://winston.msgen.info/history/history.htm.

[6] "Winston County Census 2010," Accessed 15 April 2013 http://census.gov.

[7] Hoffman, Vol. 1 (1938): 235.

[8] "Winston County Tidbits (the county's online historical archive)" Accessed 18 April 2013 http://winston.msgen.info/history/tidbits.htm.

[9] Hoffman, Vol. 2 (1938): 311.

> "Advanced members of the [Negro] race with the advantage of education are finding that they make more progress by segregating themselves into independent farming communities with their own schools and churches. Such communities are found in various parts of the county and seem to be the natural solution to the problem concerning the future of their race."[10]

Teachers for the black schools were educated by their former slave masters. Hoffman states, "Winston County ranks high in the number of outstanding Negro teachers…"[11] The county's documents also show a mandatory teacher training for the second Saturday in February of 1887 for black teachers at The Institute for Colored Teachers.[12] The WPA project mentions that Winston County was more progressive than most places during those times. This was due in part to what the author considered a cooperative, familial spirit between the races.

State documents show that there were twenty-one white attendance centers and close to forty black attendance centers in Winston County between 1947 and 1954.[13] At this point in the county's history, schools were being consolidated for the purposes of creating a municipal school district. This included building new and larger facilities for both blacks and whites. By 1955 there were seventeen white elementary and secondary schools and about thirty black elementary and secondary schools. The more populated black schools during the seven-year consolidation period were Noxapater with 313 students and 10 teachers (1953-54) and Hinze with 207 students with 6 teachers (1953-54). Both of these were located in the rural farmland ten miles south of Louisville. By 1955 all of the black schools were zoned to Noaxapater Attendance Center or to Louisville Colored School. As a result the Louisville Colored School had 1,573 students and 64 teachers during the 1954-55 school year.[14]

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[10] Hoffman, Vol. 1 (1938): 235.
[11] Hoffman, Vol. 1 (1938): 238.
[12] Hoffman, Vol. 2 (1938): 298.
[13] Ivy (1956).
[14] *Ibid.*

Located on the west side of town in the center of a prominent black community, the Louisville Colored School campus housed grades 1-12. The WPA document notes that music had been included in the black schools' curriculum as far back as 1938.[15] Until the integration of Winston County public schools in 1970, Louisville Colored School had a thriving elementary music program, an award-winning concert choir, and highly respected marching and concert band programs. By accounts from former students and teachers of the school the music program at the colored school bested that of its white counterpart.

Mrs. Rosa Armstrong-Prince was the Louisville Colored School concert choir director, and in an interview on March 13, 2013, she offered great insight into the school's music department and her choral program. In a March 12, 2014 interview with Mr. Joe Frank Eiland, the former Louisville Colored School band director provided details of his band programs and highlighted many of his and the groups achievements. Both interviewees addressed Louisville Colored School's music programs from around 1965 through integration in 1970. Prince and Eiland discuss segregated choir and band festivals, state competitions, collaboration within the department, and exchanges with other schools and colleges in the state. Their stories are the foundation of this historical project and are the gateway to further discussions on music education in black schools before integration.

[15] Hoffman, Vol. 2 (1938): 314.

RELATED LITERATURE

There are many sources that address the topic of integration of public school, but there is a paucity of information on the effects of integration on public school music programs. The resources on integration in general and the few findings on the integration of high school music programs proved helpful in understanding the court rulings that led to integration, public sentiments of integration versus desegregation, similar cases of integration in the Mississippi delta region and issues that followed, and one instance of integration's effects on music education in a newly integrated school district in Virginia.

When discussing integration of public school music programs, it is important to first understand the court cases that led to the changing of laws in support of equal general, public school education for all. The *Plessy v. Ferguson*[16] case of 1896 said that "separate but equal" was not a violation of the Fourteenth Amendment of the U.S. Constitution.[17] This ruling had an effect on all public places, especially schools, and as years went by the nation's moral consciousness shifted away from this idea. Seeing the conditions of black schools compared to those of white schools, the facilities and resources were obviously separate and unequal. With cases such as *Gong Lum v. Rice* (1927)[18] and *Gaines v. Canada* (1938),[19] the Supreme Court

[16] U.S. Supreme Court, *Plessy v. Ferguson*, 163 U.S. 537, 16 S. Ct. 1138, 41 L. Ed. 256 (1896).

[17] Suzanne E. Eckes, "The Perceived Barriers to Integration in the Mississippi Delta," *The Journal of Negro Education* 74, no. 2 (Spring 2005): 159-173.

[18] U.S. Supreme Court, Gong Lum v. Rice, 275 U.S. 78, 48 S. Ct. 91, 72 L. Ed. 172 (1927).

[19] U.S. Supreme Court, Missouri ex rel. Gaines v. Canada, 305 U.S. 337, 59 S. Ct. 232, 83 L. Ed. 208 (1938).

rulings began to slowly disassemble legalized segregation.[20] In 1954, the Supreme Court overturned the 1896 ruling of *Plessy v. Ferguson*, declaring that segregated schools were "inherently unequal" and called for desegregation with "all deliberate speed."[21] This ruling was met with considerable resistance and many school districts found loopholes to keep their schools legally segregated. These issues led to the 1955 *Brown II* [22] Supreme Court ruling, which sped up the transition to desegregation.[23] Other lesser-known cases followed these major decisions. Many schools gave the federal government much resistance and, in creating their own local laws, broke many of the new federal laws. The court's work in 1954 [24] did not see full results until some twenty or more years later.[25]

The years leading up to integration saw much activity from black civil rights organizations. Daniel Perlstein[26] details the efforts of one such organization in his 1990 article "Teaching Freedom: SNCC and the Creation of the Mississippi Freedom School." The Student Nonviolent Coordinating Committee (SNCC) led a movement that resulted in the creation of alternative schools for black students to attend. The idea of alternative schools for black students was in place in a few of the country's northern cities, namely New York, Chicago, and Boston, but SNCC decided to bring these schools to Mississippi to fulfill the intellectual needs of

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[20] Joan Marshal Wesley, Matthew Dalbey, and William M. Harris, "Urban Segregation in the Deep South: Race, Education, and Planning Ethics in Jackson, Mississippi," *Race, Gender, and Class*, 12, 3 and 4 (2005): 11-30.

[21] Alma F. Taeuber, "Racial Segregation in Public Schools," *American Journal of Sociology* 1, no. 4 (Jan 1974): 888-905.

[22] U.S. Supreme Court, Brown et al. v Board of Education et al 349 US 294, 75 S. Ct. 753, 99 L. Ed. 1083 (1955).

[23] Eckes, (Spring 2005): 163-164.

[24] U.S. Supreme Court, *Brown et al v. Board of Education of Topeka, Kansas et a*l, 347 US 483, 74 S. Ct. 686, 98 L. Ed. 873 (1954).

[25] Taeuber, (Jan 1974): 888.

[26] Daniel Perlstein, "Teaching Freedom: SNCC and the Creation of the Mississippi Freedom School," History of Education Quarterly 30, no. 3 (Autumn 1990): 297-324.

students that neither black nor white schools could fulfill. In 1964, sponsored by the Council of Federal Organizations (COFO), SNCC launched what was called Freedom Summer, and a major component of Freedom Summer was the creation of Freedom Schools. This was a reaction to a 1961 incident in McComb, MS where black high school students were arrested for a sit in. When black faculty demanded that students not participate in protests, the outraged student body decided to not attend school for the rest of the year, and teachers were fired until the students agreed to come back. With hundreds of volunteers from the north and over two thousand students, forty-one Freedom Schools were launched in Mississippi, twenty-one more schools than the council anticipated. SNCC reported, "[Freedom Schools are] where students learn because they want to learn, [they] learn in order to do and to discover who they are." [27]

The curriculum was designed to turn young black children into creative, social activists. African American history was strongly emphasized, and courses that focused on sociopolitical issues were a staple of the curriculum. Moments not spent in self discovery through history classes found students singing Freedom Songs, another mainstay of the movement. Most Freedom Schools did not last past the 1964 Freedom Summer movement because there was no plan in place for students after completing or advancing through the summer school. Although short lived, Mississippi Freedom Schools served the purpose of providing a temporary educational alternative that would raise the social and political consciousness of the state's youth, thus allowing them to contribute as social actors on the road toward integration.

[27] *Ibid.*

Clifford J. Wirth [28] surveyed the thoughts of both black and white school board members compared to the thoughts of their respective communities. This is one of two studies designed around the thoughts of the school board members who made the decision to ultimately integrate. Wirth compared the results to the reported thoughts of the communities each school board represented to determine if school board members reflected the attitudes of the people. The results of this study are based on the results of a national survey that Wirth mailed. When the surveys were returned, 47% (349) were from black school board members and 50% (492) were from white school board members. This was thought to be a representative sample and school districts were of similar sizes. The results showed that all board members and involved communities wanted to do away with segregation, but black board members and their supporting communities were largely in favor of desegregation - 85% and 71% respectively. Desegregation[29] referred to the elimination of the laws, customs, or practices under which different races were restricted to specific or separate facilities. With segregation laws lifted, desegregation would give blacks the option to attend white schools or vice versa, but integration[30] was a deliberate, no homogenized options merging of the two races by law - forcing blacks and whites to attend the same schools.[31] White board members and their supporters were in favor of a solution that was "somewhere in the middle" of segregation and desegregation.

When asked about the roles of civil rights leaders and their push toward integration, black board members and communities and their white counterparts disagreed. Black school leaders

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[28] Clifford J. Wirth, "Attitudes Toward Integration Among Black and White School Board Members: Public Comparison and Etiological Factors," *Political Behavior* 3, no. 3 (1981): 201-209.

[29] Desegregation means that schools could remain all black or all white, but students from either race had the option to attend any school of his or her choice.

[30] Integration refers to the forced merger of both races in public schools.

[31] Wirth (1981): 201-209.

thought that civil rights activists should have moved faster, but the community and white school board members were satisfied with the efforts and speed of the civil rights leaders. White community members thought that everyone was moving toward the idea of integration too fast. When asked about the role of government, both surveyed black factions largely agreed that the government should do what it could to make certain that blacks and whites attended school together. Whites, both school board and community, were torn between this idea and the idea that the government should stay out of the entire handling of integration. Perhaps the most surprising finding of this study was that both groups favored desegregation over complete segregation or forced integration.

A 1957 article by Greenburg, Chase, and Cannon considers attitudes of white and black students toward the idea of integration.[32] The study arose from a question posed to a group of educators at a university summer workshop. Educators were asked, "What is the single foremost problem of school integration that you think you will face?" The majority responded that students' attitudes would be the biggest problem. The study employed the California F scale and the Integration Attitude (IA) scale to gauge responses to a twenty-nine-question questionnaire. The goal was to assess each group's attitude towards products of hypothetical integration. The Greenburg survey follows.

[32] Greenburg, Herbert, Arthur L. Chase, and Thomas M. Cannon, Jr., "Attitudes of White and Negro Students in a West Texas Town Toward School Integration," *Journal of Applied Psychology*, 41, no. 1 (1957): 27-31.

Figure 1: IA Scale Questionnaire [33]

IA Scale: Form 1

AGE____ CLASSIFICATION_____ SEX____ APPROXIMATE GRADE AVERAGE_____

This questionnaire has been devised to measure your attitudes. There are no "right" answers and no "wrong" answers—the only right answer is the one which best reflects your true personal opinion toward the question considered.

To answer questions, choose the answer below which corresponds most closely with your personal attitude toward the particular question, and place the corresponding number in the space provided at left

+ (Plus) 3 for strongly agree	− (Minus) 3 for strongly disagree
+ (Plus) 2 for agree	− (Minus) 2 for disagree
+ (Plus) 1 for mildly agree	− (Minus) 1 for mildly disagree

____ 1. If another race was integrated into my school, I would do my best to accept them as classmates and equals.
____ 2. I think the scholastic level of my school would fall if other races were integrated into the school program
____ 3. I would be willing to accept, as an equal, a member of another race into a club to which I belonged.
____ 4. I believe that members of the other race should have separate advisories and separate seats in assemblies.
____ 5. I believe that any student who has the ability should be eligible for the band and/or choir regardless of his race.
____ 6. Racial groups should sit at separate tables in the cafeteria
____ 7. It would make no difference to me if my teachers were of my own race or a different one
____ 8. I would hesitate to bring students of another race home with me because I do not think my parents would approve.
____ 9. Every student should have equal rights in regard to holding a class office, position as cheerleader, etc., regardless of his race.
____ 10 I would not approve of a student of another race representing my school at statewide functions (Boy's State, Hi-Y conventions, etc.).
____ 11. I believe that every student, regardless of race, should be eligible for school athletic teams, if he has the ability to make the team.
____ 12. Different racial groups mixing at school functions (dances, parties, etc) will not be wise—it will only result in fights and ill feeling between races.
____ 13. Members of any race should be allowed to sit anywhere on busses, in movies, at ball games, etc
____ 14. Having members of other races on my school's athletic teams would result in more "dirty playing" and unsportsmanlike conduct.
____ 15. I believe that a member of the other race could become a very close friend of mine (possibly even my "best friend")
____ 16 When integration is accomplished, separate shower facilities and locker rooms should be provided for the different races in Physical Education classes
____ 17. I would not mind having a member of another race as a member of my church
____ 18. I do not think that my parents would want to work on school parent committees, such as the PTA, with parents of another race.
____ 19. If I liked a person of the other race well enough, I would accept him into my personal group of good friends ("My gang," etc.).
____ 20. I believe that dating between races will be a serious problem soon after integration
____ 21. I would not mind "double dating" with a couple both of whom were of the other race
____ 22. Regardless of what anyone else says, I believe that my race is superior, and should be accepted as such.
____ 23. The Supreme Court's decision to integrate other races into white schools was just and timely
____ 24. I do not think I would be willing to sit next to a member of another race in class
____ 25. I would not mind dancing with a member of another race at a school or club function
____ 26. Separate rest room facilities and drinking fountains should be provided for each racial group
____ 27. There is no basic reason for feeling prejudiced against another race
____ 28. I would not vote for any candidate for student office unless he (she) was of my race
____ 29. Restaurants, movies, etc., should serve anyone, regardless of race

[33] Greenburg et al, (1957): 29.

The study took place in a town of about 25,000 in West Texas. The subjects of the study were black and white students of two segregated public schools. Specifically, four groups were used: 114 white seniors, 119 white sophomores, 26 black seniors, juniors, and sophomores, and 23 black freshmen.[34] The results show that neither group had negative attitudes towards integration. In fact, more than 80% of all white student surveyed and 100% of black students said that they would "do their best to accept integration." Other positives mentioned include the results showing that both groups would accept the other race in school, church, band, choir, and on athletic teams, but when it come to closer contact and sharing facilities such as cafeterias, shower rooms or bathrooms, a majority of white students' attitudes were negative. Even socially, whites had negative views toward dancing with the opposite race. Both groups had negative views on interracial dating as a result of integration. When education is questioned, the majority of white students showed negative attitudes toward being taught by a teacher of another race. In an interesting twist, an average of 70% of both white student groups surveyed did not think that their race was superior to any other; however, an average of 85% of both black student groups surveyed felt that their race was superior and this superiority should be acknowledged. With that aside, the authors suggest a hypothesis that there may be differences between students' and parents' attitudes toward the integration of public schools.[35]

In Mississippi, like most states in the deep South, public school education was guided by a dual system that was legally sanctioned, and laws were in place to make certain that this dual system remained in place even after the 1955 *Brown II* decision. In an article on race, education,

[34] Greenburg et al, (1957): 27.
[35] Greenburg et al, (1957): 28-30.

and segregation in Mississippi, Wesley, Dalbey, and Harris[36] discuss state officials' resistance to the federal court rulings. In 1955, the governor of Mississippi approved the formation of a state supported agency called the Sovereignty Commission. This group hired spies to sabotage the Civil Rights Movement. They were also responsible for amending the state's constitution, making it illegal for students to attend any integrated school. In 1956 nineteen senators from the South and seventy-seven representatives signed the "Southern Manifesto". This document overtly outlines the group's plan to reverse the *Brown* ruling.

With the delay in integration, white citizens pulled together to form private, segregated academies and school districts began to develop schools in suburban areas (where no blacks lived). Seeing that most Mississippians were adamantly opposed to integration, to expedite the process, the Fifth Circuit court of appeals passed a ruling forcing Mississippi public schools to integrate in 1970. By the fall semester of 1971 Mississippi schools were supposed to be "fully integrated." The authors make a point that by 1971 some one hundred fifty private academies were opened throughout the state.[37]

A 2005 article by Suzanne E. Eckes[38] details the possible barriers to integration that remained in the Mississippi delta fifty years after the *Brown v Board of Education* court proceedings. She begins the article by drawing attention to two types of segregation- *de jure* segregation and *de facto* segregation. The former is segregation by law, pre 1955, and the latter is segregation not sanctioned by law, but caused by other factors. Eckes notes that *de facto* segregation is found all across the nation, but in the Mississippi delta the case is extreme in

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[36] Joan Marshal Wesley, Matthew Dalbey, and William M. Harris, "Urban Segregation in the Deep South: Race, Education, and Planning Ethics in Jackson, Mississippi," *Race, Gender, and Class*. 12, 3 and 4 (2005): 11-30.

[37] *Ibid*.

[38] Eckes, (Spring 2005): 159-173.

comparison. Her study notes that like most public schools, *Delta County Public School,* pseudonym for a county and school in the Mississippi Delta, is a majority black high school, but it offers a variety of classes beyond the standard required courses, extracurricular activities, vocational training, and state certified teachers. *Delta County* private school, its all white counterpart, has tuition, offers only basic courses, has few extra curricular opportunities, and all teachers are not state certified. The listed barriers for those who did not allow their children to attend the public school were concerns with safety, weak public school curriculum, and not enough opportunities for extra curricular involvement. Citing that the public school was safe, had outstanding national standardized test scores, and many sports and other clubs, Eckes attributes this *de facto* segregation to the "symbolic racism" theory - stating that one is not racist, while displaying actions that strongly suggest otherwise.

In a follow up study, Eckes returned to Delta County to review the perceived barriers to integration. She revealed her findings in a 2006 article that asked, "Can charter schools be the new vehicle for desegregation?"[39] As previously mentioned, Delta County, Mississippi has an obvious racial divide in education. All of the county's black students and poor white students attend the public school, while the privileged white students have a choice of one of a few private academies in the county. Eckes questioned if the new public charter school would help with this great divide. With the perceived barriers of lack of safety, poor academics, and lack of extracurricular activities keeping white students from the public high school, would a brand new charter school make a difference? With its competitive academic curriculum, Delta Charter School bested state test scores of both Delta Public and Delta private academies. Violence is not

[39] Suzane E. Eckes, "Barriers to Integration in the Mississippi Delta: Could Carter Schools be the New Vehicle for Desegregation?" *Analyses of Social Issues and Public Policy*, 6, no. 1 (2006): 15-30.

a problem, Delta Charter's faculty reported, and the charter school offers more extracurricular activities than either public or private school.

Eckes' results show that Delta Charter School is "overwhelmingly black," with only two of its 110 students being white in the 2002-2003 school year. In follow up interviews with white parents, they admitted that the barriers were nonexistent at Delta Charter School, but there is a "family-like atmosphere" at Delta Private Academy that is more desirable. Also, acknowledging the strength of the charter school's academic programs, Eckes reports white parents expressed that there would need to be more white children attending the school before they sent their kids there. A final, poignant quote Eckes adds to her discussion is that of a white city leader who said, "[The] bottom line is that the whites don't want to go to school with the blacks."[40] The results of the follow up study fall perfectly in line with her previous findings. The theory of symbolic racism will continue to yield itself to *de facto* segregation.

Bringing all of these ideas together is an article by Warrick L. Carter.[41] In the article he discusses the integration of high school music programs in Charlottesville, VA. Each of the two schools in his hometown in Virginia had thriving music programs. The proof of the success of both programs was shown through superior ratings and competition for both band and choir and countless appearances in parades and festivals. Carter wasted no time getting to the troubles of integration. He says, "Black students were expected to meld with and become part of the dominant culture - to enter the melting pot - as opposed to joining a pluralistic society… in which the values, culture, and mores of each group are expected."[42] He also addresses the

[40] *Ibid*.

[41] Warrick L. Carter, "Personal Observations On Integration and School Music Programs," *The Quarterly Journal of Music Teaching and Learning* 4, no. 2 (June 1993): 4-10.

[42] Carter, (June 1993): 5.

desegregation versus integration issue. Favoring desegregation because it would have allowed for certain uniquely black traditions to continue he states,

> "Because integration frequently relegated former black high school music teachers to elementary or middle schools, and because white high school music teachers were unfamiliar with black musical tradition, few, if any, of those traditions were continued in integrated high school music programs."[43]

Carter posits that desegregation would have alleviated many of the issues that integrated schools faced, and black students would not have been forced to neglect their traditions. Even though in broad view the black school music programs were similar and sometimes superior to their counterparts, the white teachers' limited interest and knowledge of black musical traditions, especially the singing of spirituals and marching bands' distinct "flare," led to the removal of these traditions from the newly integrated schools. The black culture was viewed as "an aberration of real culture."[44]

Carter cites the aforementioned article in a speech given at the 1994 Music Educators Conference in Reston, VA. [45] This speech and the previous article are the facilitators of the researcher's interest in this topic and the core of his research. Carter provides this comment on blacks' music making experiences post-integration,

> "Black students are quite active in music outside of the school's music program; there are no indicators that Blacks have lost interest in making and learning music, in fact, the numbers reflect the opposite… Black students have found a variety of non-school related activities to which they can receive music instruction, such as community music schools, churches, music stores, local private teachers, and self instruction."[46]

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[43] Carter, (June 1993): 7.

[44] *Ibid.*

[45] Carter, Warrick L.,"Response to Judith A. Jellison's -How can All People Continue to Be Involved in Meaningful Music Participation?" Music Educators National Conference, Reston, VA (1994).

[46] Carter, (1994).

Cater notes two major organizations that are non-school related that provide black students with the desired music experience. The schools are Jazz Mobile in New York and the Association for the Advancement of Creative Musicians (AACM) in Chicago. Carter is an advocate for such programs because he believes that they hold many of the same qualities that made the music programs of black schools pre-integration so necessary and successful. He pinpoints four qualities specifically met by these musical institutions: needs and accessibility; effective sensitive, culturally aware, and broadly trained music teachers; relevant, open, and rigorous curriculum; and strong black community identity and or support. Carter reiterates that many post-integration music programs did not make meaningful connections with all students and failed to meet the needs of its population, thereby causing black students who actively participated in school music programs pre-integration to feel as though their new experience was lacking.[47]

[47] Carter, (1994).

METHODOLOGY

In order to find out the state of, or even the existence of, music education in black schools prior to integration, this historical study of Louisville Colored School employed standard field research tools. Preliminary interviews were conducted with former faculty and students who were closely affiliated with the school during the time frame in question, 1965-1970. These conversations led to the primary sources of this historical study, Mrs. Rosa Armstrong-Prince and Mr. Joe Frank Eiland. In an interview in March of 2013, Mrs. Prince revealed vital information that led the researcher to find answers to his questions of music education in black schools pre integration. This interview led to other key informants who included class historians, band members, choir members and the band director, Mr. Eiland, all of whom the researcher cites in the discussion. The initial Prince interview also led to people who possessed news clipping and, perhaps more importantly, the Louisville Colored School yearbook. This was the researcher's second means of garnering vital information. The remainder of the information was pulled from the archives at the Louisville Public Library and the University of Mississippi Archives and State Documents. The goal of this historical research project is to make certain that all aspects of the Louisville Colored School's music programs are revealed, preserved, and accurately reported.

INTERVIEWS

The following are interviews of two key informants. Their contributions are the crux of this historical research project and the inspiration to pursue further research on the topic of music education in black schools prior to integration. The key informants are Mrs. Rosa A. Prince and Mr. Amel "Joe Frank" Eiland. Prince was the colored school's choir director and Eiland was the band director. The interview with Mrs. Prince was conducted in her home on March 13, 2013, [48] and the interview with Mr. Eiland was conducted via phone and email correspondence in April of 2014. [49]Prince's recollection of events and details surrounding her time at Louisville Colored School was hazy compared to Eiland's, which accounts for the brevity of her interview, but the combination of what they shared was helpful in piecing together this historical narrative. In addition to their interviews, some students of both choir and band shared their experiences at Louisville Colored School. These interviews offer insight into one school system and only represent a small portion of the untold history of music education in black schools before integration, but these interviews were necessary to ignite this conversation that is vital to understanding the holistic history of music education in America.

Mrs. Rosa Armstrong-Prince

Mrs. Prince opened the interview by explaining that the music department at Louisville Colored School in 1965 had three teachers - she was in charge of choral activities, Mr. Amel "Joe Frank" Eiland was the director of bands, and Mrs. Lula Wade (ca1910-2006) was the

[48] Rosa Prince, Interview by Jeremy Thompson, Louisville, MS, March 13, 2013.
[49] Amel "Joe Frank" Eiland, Phone Interview by Jeremy Thompson, April 7, 2014.

elementary music teacher.[50] According to the faculty listings in *The Trojan*, the school's yearbook, Eiland held a bachelors degree in music from Jackson State College, now Jackson State University, and a master's degree from Southern Illinois University; Wade received degrees from teacher colleges in Georgia and Colorado; Prince held a bachelor's degree in music education from Knoxville College, a master's degree in music education from Mississippi State University, and additional non-degree study at Kent State[51]. By all standards they were qualified, well- educated music teachers.

Prince was born in rural Alabama in the 1940s. Her interactions with music, she explains, began at an early age. Her music experiences in grade school were limited to singing, but in middle and high school she was able to take piano lessons during school hours. Prince briefly mentions playing the piano classics on school recitals, and at church, she proved to be quite the accompanist, as she was one of the few in her community who could read the music in hymnals. Her early exposure to music led her to pursue a degree in music at Knoxville College. After completing the degree, she met and married her husband, Charles Prince and moved to Louisville, Mississippi in the 1960s.

Mrs. Prince became the choral director at Louisville Colored School in 1963 and remained in that position until integration in 1970. She expressed, "It was a better time [for Louisville Colored School] before integration. You had more control over what you did and you really knew the kids, and you knew the parents. We knew we had support…" Students who attended the colored school had a few musical avenues to choose from. They could join the concert choir, small choir ensemble (octet with four males and four females), marching band, concert band, the popular music ensemble (mostly student run), or, for those who were just

[50] *The Trojan* Yearbook Collection 1963- 1968.
[51] Rosa Prince, Interview by Jeremy Thompson, Louisville, MS, March 13, 2013.

interested in a music elective, a simple music appreciation course was taught by Prince. In the interview, Prince discussed the students who participated in her choir, the repertoire of the choir, and the successes of the choir. The choir generally included those students who did not participate in the school's successful sports programs. She stated that these were usually the smarter students, so teaching them music was not difficult. Prince mentioned one Louisville area in particular, the Antioch community, which did not allow their children to play sports. The community was known, as it is today, for producing some of the town's best voices, and she loved having them participate in her choirs. Prince explained how many of her students only knew how to read shaped notes, so one of her most fulfilling experiences was teaching them to read standard notation.

The choir sang the standard classical choral repertoire, as Prince mentioned performing Beethoven, as well as Negro spirituals, and cultural pop tunes that she felt were appropriate for the group. With this eclectic repertoire, the choir competed in and won regional and statewide choir competitions for colored schools. Trophies and plaques, however, were destroyed with integration in 1970. She mentioned district competitions where her choir competed with black schools within the region that had choir programs. Prince recalled winning district competitions a few times, which led to statewide competition. The choir's successes eventually led to a television appearance in Jackson, Mississippi. She taught her students the fundamentals of music reading and wanted to make sure that her music classes and choir was "more than recess," but a place for students to gain knowledge and share experiences that would stick with them a lifetime.

Prince relates, "Integration had pros and cons. We had more materials and sources and instruments, but a sense of blackness was lost. [We] lost black music. It's usually overlooked in

the curriculum."[52] In the school year of 1970, Prince was moved to the elementary school to serve as a music teacher mainly because the white school did not have a choir, rather it only offered voice classes in a private setting. She stated that occasionally she'd be called upon to put together a choir at the newly integrated Louisville High School (consisting of black and white students) for special school events, but was never given the chance to do so permanently. With integration, her former choir students were spread among three public schools in the county, namely Nanih Waiya High School, Noxapater High School, and Louisville high School, none of which had a choral program. Prince taught elementary school music until she retired in the early 2000s. In a final statement from Prince as she expressed her thoughts on her contributions to music education in Louisville during and following segregation she said,

> " I wanted to make kids aware of more realms of music - a world of music. They didn't know anything other than the blues, really. They didn't know classical music existed, or scales, or how to read music beyond shape notes. I wanted to make sure my kids learned something, and evidently it stuck on you [the researcher]."[53]

Mr. Amel "Joe Frank" Eiland

Mr. Eiland was born and raised in Louisville, Mississippi. He opened the interview by explaining why he was such a hard man to find. In Louisville, Eiland is only known by a childhood nickname given to him by a babysitter – Joe Frank. He explained that he liked the nickname so much that he purposefully used it his first day of elementary school, as he introduced himself as Joe Frank Eiland. It was not until his last year of college when he received a draft letter from the U. S. Army that he began to use his real name, Amel. [54]

[52] Rosa Prince, Interview by Jeremy Thompson, Louisville, MS, March 13, 2013.
[53] Ibid.
[54] Amel "Joe Frank" Eiland, Phone Interview by Jeremy Thompson, April 7, 2014.

Eiland carefully outlined his education and experiences in music growing up. For grades one through twelve, Eiland attended Winston County Training School, which would later changed to Louisville Negro (or Colored) High School and finally to Camile Street High School just before integration. His love for music began at home and in church. His parents had a piano in the house for the family to play, his older brother played trumpet in the band at the Negro school, and his older sister played clarinet. He would often play around on their instruments, and when it was his turn to join the school band, he chose the saxophone. His parents were reluctant to buy the new instrument at first, as the older siblings were half-heartedly involved in music, but young Eiland was different. He was eager to be a musician and ultimately, by seventh grade, convinced his parents to buy the saxophone. [55]

Eiland recalls using *Bennett Band Book, No. 1: A Collection of Original Compositions for Band* [56] and *Bennett Band Book, No. 2* [57] in his middle school days. This series had three marches that Eiland mentioned: Activity March, Military Escort, and Normal. Eiland said, "Those were the three marches we played for everything. We played it for parades, we played it for football games, if we had an assembly, we played it, so everybody, pretty much, knew those marches from memory." [58] Eilaind even took a second to name all of the band directors he had during his middle and high school years. He named Mr. Hershel Henderson, Mr. Culber, Mr. Cross, Mr. Catchings, and Lavern Arnold. Upon graduating college, Eiland would replace Mr. Arnold in Louisville.

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[55] *Ibid.*

[56] Harold Bennett, *Bennett Band Book, No. 1: A Collection of Original Compositions for Band*, Cincinnati: Fillmore Music House.

[57] Harold Bennett, *Bennett Band Book, No. 2: A Collection of Original Compositions for Band*, Cincinnati: Fillmore Music House.

[58] Amel "Joe Frank" Eiland, Phone Interview by Jeremy Thompson, April 7, 2014.

When Eiland and his friends who were just as musically astute arrived in high school, they decided to combine their talents and form a swing band. They called the group "The Satellites." The band was so good that students asked them to be the live band for the junior/senior prom. Eiland recalled the group's trips to perform at dances in Meridian, MS, Philadelphia, MS, and Ackerman, MS. He also recalls what he now considers dangerous trips to Oxford to perform for white fraternity parties at Ole Miss. This passion for music led him to pursue music as his major in college.

After graduating high school in 1960, Eiland attended Jackson State. He jokingly revealed that this was not his first choice. He wanted to attend Southern University in Baton Rouge or Tennessee State University, but the need to be close to family deterred those ambitions. He majored in music at Jackson State, and almost quit on the first day. Eiland played saxophone, but the music faculty told him that he could not major in saxophone because the sax family was not old enough to justify a major. The faculty made him switch to clarinet. Eiland hated this. Combined with his desire to quit, his applied instructor told him he was horrible after hearing his attempt at an etude in his first private lesson and encouraged him to change his major. The following week Eland said that he walked in and played all the major scales flawlessly.

> "So now Jeremy, we're talking about a period of seven to ten days. I stayed up night and day learning each major scale on the clarinet… At the same time when I was doing it I was living in the dorm. I got kicked out of the dorm because I was practicing all night!" [59]

That year he would be the only freshman to pass the audition for the college's symphonic band as a bass clarinetist. He continued to thrive as a music major at Jackson State. Of the twelve or so instrumentalist that entered Jackson State with Eiland, he was one of two to finish the degree on

[59] *Ibid.*

time. After graduating he was hired to teach in Louisville, and continued to pursue more degrees in music in the north.

Public colleges in Mississippi were still segregated when Eiland graduated from Jackson State in 1964. At this time, the state granted money to students who wanted to pursue Master's degrees, but they money was to be used at a school outside of Mississippi. Eiland said emphatically,

> "When I told you I went to University of Illinois, that isn't what I wanted to do, but I couldn't go to a graduate school in Mississippi. They had a state law. I mean, I was living in Louisville. I could have gone twenty-five miles up the road to Mississippi State, but they had a state law that that wouldn't allow me to go…The state of Mississippi gave me a check to go to University of Illinois! They have paid for me to go to school out of state so I wouldn't have to go to their school. So I took advantage of it, got my little check, and off to University of Illinois I went." [60]

Eiland, like many of his future Louisville colored school colleagues, took the funding and went north. Eiland attended University of Illionois for his Master's degree. He later completed coursework toward a PhD in Music at the University of Iowa and the University of Michigan, but he never met all requirements to complete either degree program.

In 1965, Eiland's father, the principal of Louisville Colored School, L.C. Eiland, asked him to come on board as the school's band director. Under his leadership the band experienced much growth. Eiland stated that the program began instrumental music in the elementary grades and continued through high school. The band grew so much that a second director was hired, also a Jackson State graduate, Mr. Harold Veal. Veal worked with the elementary and middle school bands and Eiland worked exclusively with the high school bands. Eiland says, "At that time the music program just really kind of exploded. We had lots of kids."[61] Eiland estimated

[60] *Ibid.*
[61] *Ibid.*

that the marching band alone had upwards of one hundred thirty members. The marching band had drum majors, pom pom squad, majorettes, and dancers, as well as instruments. Eiland expressed that the marching band was "a big deal" because everyone loved the popular music the band played. "We had a lot of energy, kids were challenging each other, they really took it serious…"

Eiland took a moment to explain contests and clinics that he participated in as the band director.

> "We were organized by districts. We were in District 8. So it would be kids from Louisville, Philadelphia, Newton, Forrest, Canton... they were all black kids. Nothing was integrated at the time. So what we did in Louisville, we organized our own festival. So we went to a clinic every year. We would invite one of the college band directors to come in and be the guest. Then we would invite about three bands from other cities to come in and have them perform, and then we would have what was called an all district band… we just take the best players and put them together and then give them some challenging music. So that was one of the things that I was proud of because we constantly tried to give the kids a challenge."[62]

He goes on to list some of the literature they played, namely marches by Sousa like "Stars and Stripes," "Washington Post," and "Rolling Thunder" by Filmore. Eiland notes that this music was challenging for many of the students and some never really played it well, but they loved the experience of learning new music. Surprisingly, within the larger wind ensemble, Eiland had a chamber ensemble. He mentioned one in particular that consisted of oboe, bassoon, two clarinets and horn. He took this group to the University of Southern Mississippi to participate in a clinic where Eiland said they performed quite well. In a final quote on the topic Eiland expressed, "The kids got a great musical experience because we exposed them to a lot during my time there."[63]

[62] *Ibid.*
[63] *Ibid.*

In the final moments of the interview, Eiland discussed his transition to integration. Around this time, Eiland had just completed his Master's degree. He explained that once the plans for integration were solidified, the school district's superintendent, who was an open believer of separate but equal principle, Mr. R. E. Heinze, called him into a meeting. Eiland asked how the new school would handle the integration of the band and how two directors would be used. Eiland said, "I had just gotten my Master's degree and I was not going to play second fiddle…" He was assured that he would be the head band director, but when classes started the superintendent favored Mr. Howell, the white band director. That year Eiland led band warm ups, scale exercises, and tuning, and Mr. Howell ran reheasals. Being familiar with Howell already, Eiland said that they had a mutual respect for one another and even exchanged music with each other prior to integration. Eiland did not mention many negative results of integration on the black students in his band program. He felt that the exposure to new music and better instruments was enough to keep the attention of most. He did note a slight drop off in participation of both black and white students. The black students did not want to adjust to the new style, and the white students' parents removed them from band and the public school altogether, sending them to Louisville Academy, now Winston Academy.[64]

At the end of the 1970-1971 school year, Mr. Eiland resigned and moved to Michigan where he became band director at a high school in Lansing. Years later he became a school principal, a job he held until retirement. Mr. Eiland is still active in changing the lives of youth as a volunteer liaison for Michigan State University's pre-college program that connects the college to high schools across the city of Lansing.[65]

[64] *Ibid.*
[65] *Ibid.*

Student Interviews

Upon reaching out to several members of the music programs at Louisville Colored School, a few responded and were interviewed. The former students were asked which group or ensemble they participated in, what years they participated, and what the experience was. Mrs. Jacqueline Liddell, class of 1969, was a member of the band from 1967 to 1969. Her experience with the band did not involve an instrument, however. Mrs. Liddell was a majorette. She mentioned how she appreciated being a part of such a great band. She said excitedly, "We used to march and dance and twirl the baton… and I loved it! We had a nice band at the time."[66] She went on to say that Mr. Eiland was a good band director. Her discussion of marching in the band was filled with pride and excitement, a sentiment shared by her good friend and fellow band member Mrs. Mary Ann Hopkins.[67] Currently serving as the class of 1968 historian, Hopkins was gatekeeper for many aspects of this research project. Mrs. Hopkins was in the band for three years as a clarinetist. She also expressed her love for the band, the music, and for the great band director, Mr. Eiland. She briefly talked about the school choir and their travels to contests and competitions, but she was not a member of any of the vocal ensembles.[68] Both Liddell and Hopkins reside in Louisville and work within the public school system.

Mr. Bobby Edwards was a percussionist in the Louisville Colored School band program under Mr. Eiland from 1968 to 1970 and a member of the Louisville High School Marching Band during his senior year of 1970-1971. When asked to compare his experiences with both band programs, Edwards expressed, "It was like day and night. It was a culture thing..."[69] He talked about how Mr. Eiland's band was modeled after the leading historically black university

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[66] Liddell, Jacqueline, Phone Interview by Jeremy Thompson, April 18, 2014.
[67] *Ibid*.
[68] Hopkins, Mary Ann, Phone Interview by Jeremy Thompson, April 18, 2014.
[69] Edwards, Bobby. Phone Interview by Jeremy Thompson, April 19, 2014.

bands, the Jackson State University Sonic Boom of the South and Alcorn State University Sounds of Dynamite. "Whatever the most popular song was, we played, and whatever the most popular dance was, we did it,"[70] said Edwards. His transition during integration was difficult. He was a top percussionist under Mr. Eiland, playing snare and timpani, but was unsure if his skill would be up to par with his white counterparts. Edwards recalled a conversation with Mr. Eiland where he was advised that being just as good as a white student was not good enough. He needed to be overwhelmingly good, if he wanted a place on the newly integrated drum line. In the fall of 1970 after auditioning for the drum line, Edwards was selected as the drum captain for the newly integrated Louisville High School Marching Band. Missing the cultural piece of his former experience, however, Edwards did not return to the band in the spring semester.[71] Edwards resides in Louisville in the community adjacent to the former Louisville Colored School and is still active in music as the drummer for St. James Presbyterian Church of Louisville.

[70] *Ibid*.
[71] *Ibid.*

CONCLUSION & SUGGESTIONS FOR FURTHER STUDY

Louisville Colored School, since its beginnings, had a curriculum that included music education for its students. The interviews show that this was not an anomaly by any means. Other schools in the state had band and choir programs as well, as they competed and participated in segregated competitions and clinics with each other. This historical study shows both the existence and the extent of music education in Louisville, Mississippi's colored school. This is an important contribution to the study and discussion of the history of music education in the South. Moving forward, the researcher will continue to collect interviews from as many accessible students as possible. The researcher is currently in communication with Mrs. Prince and Mr. Eiland in efforts to find and preserve any programs or books that they have that pertain to this topic. The student body of the Louisville Colored School hosts a biannual reunion, celebrating their alma mater. The researcher has been in contact with the president of the planning committee, Mr. Billy Metts, and will present this paper to the group in hopes of garnering more of their valued perspectives. The next reunion will be mid-summer 2014.

Further research on this topic should cover similar school districts in the south that once operated within the dual system. All black schools did not have music programs, so getting an estimate of how many music programs existed and who those music educators were would be a great addition to this topic. Many of the music teachers are well into their seventies and their students in their fifties and sixties, so interviews with these people should happen soon, as they are the prime source of information on this topic. Finally, this untold history must come forth and

be included, not in passing but in large part, in future textbooks that focus on the history of music education in America.

It is the researcher's hope that this small contribution ignites more in depth study and conversation on the topic of music education in black schools in America pre-integration. These conversations will lead to a holistic understanding of circumstances and practices of the black music education community and will provide more perspectives from which to understand the history of music Education in America.

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LIST OF APPENDICES

APPENDIX I: STATE DOCUMENTS

This appendix is comprised of copies of public education records in Winston County, Mississippi from the 1956 survey on public education. These documents detail and support the ideas presented in the introduction of this thesis. The sections of prose explain Winston County's and Louisville's history, attitudes towards legal segregation, the formation of the school district, educational facilities and funding for black and white schools in the district, and recommendations for the school district. The tables and charts show the number of white educational centers versus the number of black educational centers in both city and county and curricula from both white and black schools. Although county and city surveys were published in 1956, the documents are a survey and recommendations from the 1954-1955 academic year.

1

INTRODUCTION

Winston County was established December 23, 1833. It was one of the numerous counties founded in that year from the territory acquired from the Choctaws, by the treaty of Dancing Rabbit Creek, in 1830. It was named in honor of Colonel Louis Winston. The County still retains its original boundaries. The land surface is 597 square miles and its interests are almost exclusively agricultural.

The Census of 1950 shows Winston County as ranking 1,304th in population among the 4000 counties of the United States. The population was 22,231 of which 41.8% were colored.

Winston is predominantly a rural county having only two towns, Louisville (5,282), and Noxapater (615) listed in the census. Of its total population, 14,046 are engaged in farming and 8,185 in non-farm activities.

The potential voters white and colored, 21 years of age and up, are 11,711 of which 4,637 or 39.6% are registered.

72

[72] Ivy, H. M. *Survey of Winston County Public Schools.* Winston County Board of Education. 1956.

I N T R O D U C T I O N

Louisville was credited with a population of 1,181 in 1910; 1,777 in 1920; and 3,013 in 1930 of whom 1,949 were white and 1,064 colored. In 1950 there were 2,957 white and 2,325 colored. During the twenty year period 1930 - 1950, the white population increased 50.5% and the colored population increased 117.5%. During the decade 1940 - 1950 the increase for whites was 46.3% and colored 62.7%; an average increase of approximately 5% and 6% per year respectively.

The municipality was chartered in 1882. It now includes 1 3/8 sq. mi. The separate school district was instituted by action of the municipal authorities about 1910. Its limits are coterminous with those of the City.

From their inception the public schools have been developed in accord with the policies of a Board comprised of outstanding citizens who desired the best for their children, and administered by employed personnel of high personal and professional standing.

The high school was approved by and became a member of the Southern Association of Colleges and Secondary Schools in 1929.

73

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[73] Ivy, H. M. *Louisville Separate School District, 1956 Survey.* Louisville Separate School District Board. 1956.

WHAT IS A SEPARATE SCHOOL DISTRICT ?

Before the War Between the States Mississippi had only permissive legislation providing for publicly supported schools. The constitution adopted in 1868 created our state - wide public school system and established the Office of State Superintendent of Education. This constitutional provision was activated by the Legislature of 1870. The County was established as the educational unit. Provision was made for a four - month school term to be supported by state appropriations and poll tax collections. The law provided that any municipality containing 5,000 or more population might constitute itself a school district separate from the county provided it taxed itself for the support of its schools and operated the schools beyond the state provision of a four - month term.

The City of Vicksburg immediately established itself as a separate school district. The population required was reduced in 1873 to 2,000, in 1880 to 1,000, in 1886 to 750.

According to the report of the State Superintendent of Education there were 35 separate districts during the scholastic session 1888 - 89. The number increased to 43 in 1890 and to 58 in 1892. The State Superintendent's report for 1891 - 93 states that four mills was the average tax levy in the separate districts with some districts running as high as seven and one - half mills. The maximum county levy permitted at that time was three mills but very few counties saw fit to impose any tax whatever for school support.

74

[74] Ivy, H. M. *Louisville Separate School District, 1956 Survey.* Louisville Separate School District Board. 1956.

IS THE CONTINUATION OF SEGREGATION POSSIBLE ?

Segregation in the schools of Mississippi developed historically before there were any laws on the subject. It was a natural process then and it is a natural process now. We believe that a continuation of segregation in Mississippi irrespective of whether it is maintained by law is not only possible but necessary for the best development of each group. Much of the difficulty in the development of Negro Education in Mississippi and elsewhere is based upon the different cultural backgrounds of the Negro and the White. The attempt has been made to impose upon the Negro the white man's culture. This imposition did not come from the white man who knew the Negro but from the white man who did not know the Negro and from members of the Negro race who mistook the white man's apparent "superiority" as being something that he could obtain by studying the same books and practicing the same manners as the white man. The development of the Negro has been remarkable but taken as a whole the Negro as found in the Mississippi Delta and in twelve or fifteen counties in Mississippi, in which he constitutes 50% or more of the total population, has not reached the development in transition that causes him to be willing to undergo the self-discipline, application and trust in future benefits that is incumbent upon many of the white man's ways, particularly his education.

75

[75] Ivy, H. M. *Louisville Separate School District, 1956 Survey.* Louisville Separate School District Board. 1956.

The following excerpts are taken from the Report of the State Superintendent of Education from 1891 - 93.

> "The towns of our state, recognizing the futulity of a four months term, have organized into separate school districts, and annually raise enough money by local taxation to extend their term to seven months in all the smaller towns, and to eight, nine and ten months in the larger ones - the average term being more than eight months ...
>
> "The people in our towns have gone to great expense besides in building and equipping school houses. They recognize the value of education and are determined that their children shall have every reasonable opportunity in an educational line. Today all our town schools are full to overflowing."

WHAT TERRITORY IS INCLUDED IN A SEPARATE SCHOOL DISTRICT ?

Originally the limits of the separate district and of the municipality were coterminous. Many of the present separate districts have never gone beyond the city limits. The State Legislature authorized adjacent rural territories to be added to the municipal separate school district but only upon petition of a majority of the free - holders living within the territory added. Further, this transfer of territory had to be approved by the county school board. There is not at present and never has been any territory in a separate district outside the city limits that was grasped by the district because it was territory having great taxable values. This may have been done occasionally by a municipality seeking revenue for its needs but has never been done by the Board of Trustees of a Municipal Separate School District.

76

[76] Ivy, H. M. *Louisville Separate School District, 1956 Survey.* Louisville Separate School District Board. 1956.

WHAT EQUALIZATION IS NEEDED IN LOUISVILLE?

1. There are at present in this district two attendance centers for colored pupils. One of them is doing work in grades 7 - 12 and the other in grades 1 - 6. This type of organization is to be commended since it more nearly satisfies the needs of colored pupils. The heavy retardation has resulted in there being many pupils in grades seven and eight whose physical and social development is more nearly in accord with the secondary school level.

   The old frame building erected in 1930 does not appear to be worth rehabilitating and should be removed from the present location.

   The remaining six classrooms are of modern construction and could take care of the pupils in grades 1 and 2. With the limitations on the present site (1.5 acres), there is a possibility that there will be inadequate space even for a primary school. If this proves to be the case, the entire present elementary center might be disposed of if a buyer can be found.

   If in the reorganization of the Winston County Schools the County Board finds it wise to utilize the elementary center in Louisville there will be needed a total of fifteen classrooms, the cost of which will approximate $185,000. If the present brick wing of the elementary school should be used after the removal of the frame building, this expenditure would be reduced to approximately $120,000.

   This additional construction should be made in coordination with the high school facilities and located on that campus.

2. The campus area at the present high school center should be expanded by the addition of 7.5 acres, if available.

   If the Winston County Board decides, with the approval of the Louisville Board, to coordinate the high school facilities for the colored pupils in the northern part of the county with those in Louisville, it will be necessary to expand the present plant facilities to care for approximately 500 pupils. It will also be advisable to tie in the elementary center with the high school center making it a combination, 1-6; 7-12, center. It would not be necessary to duplicate cafeteria facilities nor auditorium

77

[77] Ivy, H. M. *Louisville Separate School District, 1956 Survey.* Louisville Separate School District Board. 1956.

facilities. In the high school expansion there would be required six additional classrooms with provision for music including a band, industrial arts and trades training, a gymnasium and counselling. The approximate cost of these additions in keeping with the present center will be $200,000.

If the county uses this as a high school center, it should bear a considerable part of the cost of this construction. Site extensions will need to be paid for out of local funds.

3. The school term should be adjusted to conditions but the schools should operate not less than 875 hours.

4. Equal pay in accordance with training, experience and responsibilities is already provided.

5. The principal should be conferred with in all plant facility planning and in other needs of administration.

6. Supervisory personnel, capable and experienced, should be used to coordinate the colored elementary school.

7. Instructional materials and equipment should be provided as rapidly as the teachers learn to use them.

8. Trained custodial service should be provided.

9. Maintenance of buildings and grounds should be the responsibility of the district - wide organization.

78

[78] Ivy, H. M. *Louisville Separate School District, 1956 Survey.* Louisville Separate School District Board. 1956.

HOW IS THE BUILDING PROGRAM FINANCED?

Chapter 13, Laws Extraordinary Session 1953, provides a program of state aid for the construction of school facilities which are defined in Section 4 as "cost of erecting, repairing, equipping, remodeling and enlarging school buildings and related facilities" but not to "include the cost of acquisition of land whereon to construct or establish any of the facilities named above".

Section 3 provides each year a grant of $12.00 per child in A D A and $3.00 per colored child additional for ten years for the purpose of establishing and maintaining adequate physical facilities or the payment of existing debt therefor.

Section 7 provides that the Finance Commission be empowered to advance to a school district the necessary funds for capital improvements at an interest rate of 2 1/2 per cent but the total of such loaned funds shall not exceed 75% of the estimated sum to accrue to said district within the twenty years following the date of advance; the A D A of the district for the past preceding scholastic year shall determine the maximum loan.

79

[79] Ivy, H. M. *Louisville Separate School District, 1956 Survey.* Louisville Separate School District Board. 1956.

FUNDS NEEDED

WHITE

The white plant facilities are in good condition except that a fire on March 16 destroyed the gymnasium and the vocational building. The replacement of these buildings should be taken into account in current planning since it appears that the county will need to utilize additional facilities at this center. It is estimated that a minimum of $200,000 will be needed to replace the buildings.

Bonds are a third priority for state funds at present and will probably have to be retired under present conditions.

Bonds Outstanding	$342,000	
Replacement of gymnasium and vocational building	130,000	
		$472,000

COLORED

If Louisville becomes a twelve grade center for the county, the elementary as well as the secondary school facilities will require expansion.

Elementary Construction 9 classrooms	(70,000)	
OR		
Elementary Construction 15 classrooms	125,000	
Secondary Construction	200,000	325,000
		$797,000
Deduct Bonds		342,000
TOTAL (Difference)		$455,000

FUNDS AVAILABLE

White ADA	1192 x 12 x 20 x 75%	= 214,560	
Colored ADA	672 x 12 x 20 x 75	= 115,960	
" "	672 x 3 x 10 x 75	= 15,120	
			$345,640
NEEDED FROM COUNTY			$109,360

80

[80] Ivy, H. M. *Louisville Separate School District, 1956 Survey.* Louisville Separate School District Board. 1956.

TABLE I

ECONOMIC INDEX LOUISVILLE

DISTRICT	ECONOMIC INDEX	ASSD. VALUE BY COUNTY	MEDIAN FAMILY INCOME	% LESS THAN $2,000	% MORE THAN $5,000	% NEGRO POP.	MEDIAN YEARS SCHOOL COMPLETED	PERSONS 25 YRS. & OLDER LESS THAN FIVE YEARS COMPLETED	OVER TWELVE YEARS COMPLETED
Grenada	.92663	$4,996,367	$1,542	58.0 %	6.6%	46.0%	9.0 years	20.5%	15.0%
Forest	.88622	3,000,000	1,680	54.8	7.6	49.3	10.3	17.3	21.1
Holly Springs	.88387	3,755,553	952	70.2	6.0	57.7	10.5	12.6	26.4
Louisville	.86984	3,106,725	1,822	54.6	8.3	44.0	9.2	21.2	15.1
Newton	.72435	2,159,066	1,442	60.7	7.1	29.9	11.7	10.7	28.7
New Albany	.67218	3,088,185	1,713	55.2	5.2	28.0	9,6	10.4	15.2
Philadelphia	.67132	2,470,109	1,290	67.8	6.5	30.3	9.2	18.0	14.0

These data are from the census of 1950. They give some comparative economic and educational information for Louisville and other towns with a similar economic index. 81

TABLE II

FISCAL DATA LOUISVILLE

1954 - 1955 SCHOOL TAX RATE

DISTRICT	ASSESSED VALUE OF DISTRICT BY CITY	MINIMUM FOUNDATION PROGRAM	MAINTENANCE AND OPERATION	SCHOOL DEBT SERVICE	TOTAL MUNICIPAL TAX RATE	BUDGET FOR MAINTENANCE AND OPERATION 1954 - 1955	TOTAL SCHOOL BOND INDEBT.
Grenada	$6,685,831	8	7	3	36	$278,886	$1,238,000
Forest	4,750,000	7	8	7	39	152,000	192,000
Holly Springs	4,169,553	10	7	6 1/2	36 3/4	161,270	402,000
Louisville	5,909,180	6	6	5 1/2	35	214,692	342,000
Newton	2,689,199	8	12	3	40	179,000	24,500
New Albany	4,179,311	7 1/4	7 3/4	3 1/2	27 1/2	160,824	165,000
Philadelphia	4,115,160	5	13	5	48	147,605	171,400

The above fiscal data are the most recent available. High tax rate are frequently associated with low assessments. 82

[81] Ivy, H. M. *Survey of Winston County Public Schools.* Winston County Board of Education. 1956.

[82] Ivy, H. M. *Louisville Separate School District, 1956 Survey.* Louisville Separate School District Board. 1956.

VOCATIONAL BUILDING. This was a one story brick building of fire-resistive construction. It was burned on March 16, 1956. It contained provision for agriculture and home arts.

TO SUMMARIZE: The plant facilities (before the fire) consisted of 57 classrooms with provision for two science laboratories, one vocational shop, one commercial arts room, homemaking laboratories and suite, two music rooms, t libraries, a gymnasium, an auditorium and cafeteria.

C U R R I C U L U M

NINTH GRADE	TENTH GRADE	ELEVENTH GRADE	TWELFTH GRADE
English I	English II	English III	English IV
Civics I	Geometry	Chemistry	Bookkeeping
Algebra I	World History	American History	Typing
Home Economics I	Agriculture II	Bookkeeping	Shorthand I
Agriculture I	Biology	Algebra II	Business English
General Science	Home Economics II	Spanish I	Physics
Band	Latin I	Journalism	Algebra II
Piano	Spanish I	Speech	Solid Geometry
Voice	Band	Latin I	Agriculture III
	Piano	Latin II	Advanced Civics
	Voice	Advanced Arith.	Speech
		Agriculture III	Journalism
		Band	Home Economics III
		Piano	Latin II
		Voice	Band
			Piano
			Voice

83

[83] Ivy, H. M. *Louisville Separate School District, 1956 Survey.* Louisville Separate School District Board. 1956.

CURRICULUM

WINSTON COUNTY - WHITE SCHOOLS

NINTH GRADE	TENTH GRADE	ELEVENTH GRADE	TWELFTH GRADE
ELLISON RIDGE HIGH SCHOOL			
English I	English II	English III	English IV
General Science	Algebra I	Typing	Bookkeeping
General Math	Geography	Algebra II	Shorthand
World History	Biology	Biology	Algebra II
		Geography	Geogrpahy
LOBUTCHA HIGH SCHOOL			
English I	English II	English III	English IV
Algebra I	Biology	Typing	American Government
Civics	Algebra I	Geometry	Shorthand
General Science	World History	American Government	Geometry
		World Relations	World Relations
			Bookkeeping
NOXAPATER HIGH SCHOOL			
English I	English II	English III	English IV
General Math	Algebra II	Algebra I and	Algebra II and
Agriculture I	Agriculture II	Geometry	Geometry
Home Econ. I	Home Econ. II	Biology	Chemistry
World Geography	World History	Typing	Typing
Civics		Home Economics III	Bookkeeping
		Agriculture III	American Government
		American History	Economics
WINSTON CONSOLIDATED HIGH SCHOOL			
English I	English II	English III	English IV
General Arith.	Biology	Typing I	American Govt.,
General Science	Algebra I	American History	National and Internat.
General Community	World History	Bookkeeping	Relations
Civics		Algebra II	Typing II - Bus. Law
			Plane Geometry
			Shorthand
BOND VOCATIONAL HIGH SCHOOL			
Agriculture I	Agriculture II	English III	English IV
English I	English II	Plane Geometry I	American Government
General Math	Homemaking II	Biology or	Economics
Homemaking I	World History	Advanced Science	Algebra II
General Science		Agriculture III	Bookkeeping
		Homemaking	Secretarial Training
		American History	French
		Shorthand	Chemistry
		Typing	

[84]

[84] Ivy, H. M. *Survey of Winston County Public Schools.* Winston County Board of Education. 1956.

B. COLORED ATTENDANCE CENTERS. On Table IV, page 13, it is shown that there are at present two attendance centers for colored pupils in Louisville. One of these is for grades 7-12, inclusive; the other is for grades 1-6, inclusive

SADIE V. THOMPSON HIGH SCHOOL. This is a one story brick building of fire-resistive construction with built-up roof erected in 1953 on a 7½ acre campus. It provides for grades 7-12, inclusive. There are nine classrooms, an auditorium-study hall seating 250, a library, a home economics laboratory including foods and clothing and a homemaking suite, a room for commercial arts, a lecture room and laboratory and a stock room for instruction in science, indoor toilets and offices.

There is a vocational building of frame, composition roof, construction erected in 1938. It contains an agriculture shop, two tool rooms and a classroom library. The condition of this building is bad.

ELEMENTARY BUILDING. Provision for grades 1-6 are made on a 1.5 acre site. There is a six classroom, frame, composition roof, one story building erected in 1930. There was added to this later a six classroom brick one story building taking up practically all of the playground space. There are in this building and the annex twelve classrooms, an office and indoor toilets. The condition of the frame building is such that it should be disposed of. It appears that in the expansion of plant facilities at the present high school location, it will be desirable to dispose of the present elementary facilities and construct others in coordination with the high school center.

If in the reorganization of Winston County the Louisville Elementary and Secondary Centers are recognized by the County Board and included in their plans for taking care of the colored pupils in the northern part of the county, the elementary facilities will need to be expanded to take care of 450 pupils in grades 1-6 and the high school facilities to take care of approximately 500 pupils in grades 7-12.

85

[85] Ivy, H. M. *Survey of Winston County Public Schools.* Winston County Board of Education. 1956.

C U R R I C U L U M

LOUISVILLE COLORED

NINTH GRADE	TENTH GRADE	ELEVENTH GRADE	TWELFTH GRADE
English I	English II	English III	English IV
General Science	World History	American History	American History
Home Economics	Algebra I	(Required in 11th	(If not taken in
General Arith.	Biology	or 12th Grade)	11th Grade)
Industrial Arts			
ELECTIVES			
Latin I	Latin I	Plane Geometry	Algebra II
Band *	Home Economics	Business Arith	Plane Geometry
	Industrial Arts	International	Business Arithmetic
	Typing I	Government ($\frac{1}{2}$)	Chemistry
	Band	International	Bookkeeping
		Geography ($\frac{1}{2}$)	Stenography I
		Mechanical Draw.	Band *
		Diversified Occupations	
		Stenography I	
		Band *	

* Credits of 1/2 unit in Band are not counted by most colleges as entrance units.

86

[86] Ivy, H. M. *Louisville Separate School District, 1956 Survey.* Louisville Separate School District Board. 1956.

C U R R I C U L U M

WINSTON COUNTY - COLORED SCHOOLS

NINTH GRADE	TENTH GRADE	ELEVENTH GRADE	TWELFTH GRADE
LOUISVILLE			
English I	English II	English III	English IV
General Arith	World History	American History	American History
General Science	Algebra I	(required in 11thor 12th grade)	(if not taken in 11th grade)
Home Economics	Biology		
Industrial Arts			
ELECTIVES:			
Latin I	Latin I	Plane Geometry	Algebra II
Band	Home Economics	Business Arith.	Plane Geometry
	Industrial Arts	Int. Government ($\frac{1}{2}$)	Business Arithmetic
	Typing I	Int. Geography ($\frac{1}{2}$)	Chemistry
	Band	Mechanical Drawing	Bookkeeping
		Diversified Occup.	Stenography
		Stenography	Band
		Band	
NOXAPATER			
English I	English II	English III	English IV
Civics	World History	American History	Government & Economics
Arithmetic, Gen.	Algebra	Geometry	Business Arithmetic
Agriculture	Agriculture	Agriculture	Agriculture
Home Economics	Home Economics	Home Economics	Home Economics
	Music	Music	Problems of Democracy
			Music

87

[87] Ivy, H. M. *Survey of Winston County Public Schools.* Winston County Board of Education. 1956.

3. White attendance centers should be recognized as follows:

Noxapater	1-12
Winston	1-12
Lobutcha or	1- 8
Ford	1- 8
Bond	1- 8
Ellison Ridge	1- 8
Louisville	1-12

Louisville should be recognized as a white attendance center as it will be necessary to continue the attendance at this center of large numbers of pupils from the county district.

4. Colored attendance centers should be established as follows:

Noxapater	1-12
Hinze	1- 6
Rocky Hill	1- 6
Louisville	1-12
Greensboro	1- 6
Clay Hill	1- 6
Center Hill	1- 4 (Temporary)

Louisville should be recognized as a colored attendance center as it will be necessary to continue the attendance at this center of large numbers of pupils from the county district. [88]

[88] Ivy, H. M. *Survey of Winston County Public Schools.* Winston County Board of Education. 1956.

TABLE III

WINSTON COUNTY SCHOOLS, WHITE ATTENDANCE CENTERS

1947 - 1954 A D A

SCHOOL	1947-48	Teachers	48-49	Teachers	49-50	Teachers	50-51	Teachers	51-52	Teachers	52-53	Teachers	53-54	Teachers
Arlington	85		83		84		82		82		80		80	
Bond	299	11	298	11	304	11	305	11	296	10	263	11	239	10
Calhoun	332	8	331	11	333	11	110	11	Consolidated		Winston			
Central	147	8	135	5	141	5	126	5	Consolidated		Winston			
Ellison Ridge	261	9	268	9	269	9	247	9	169	9	227	8	230	8
Ford	208	8	177	5	142	5	146	5	148	5	138	5	96	4
Liberty	131	4	124	4	108	4	107	4	121	4	109	4	107	4
Lobutcha	176	6	173	6	202	7	208	7	203	7	198	7	122	7
Noxapater	414	17	405	15	412	16	410	16	413	16	401	16	432	16
Rocky Hill	118	4	106	4	Closed									
Sturgis (Line)	20		19		18		15		17		13		13	
Winston									357	13	390	13	353	13
Zama (Line)	72		74		75		76		73		71		65	

The above table shows the white attendance centers in existence in 1947 - 48 with the variations in average daily attendance and number of teachers for each school through the session 1953 - 54.

89

TABLE III - A

WINSTON COUNTY SCHOOLS, WHITE ATTENDANCE CENTERS 1954 - 55

1954 - 1955 ADA by GRADES

CENTER	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	TOTAL	TEACHERS	BUSES
Bond	32	22	16	13	17	16	18	26	19	12	14	18	223	10	4
Ellison Ridge	20	25	16	15	18	14	14	20	17	13	13	5	190	8	4
Ford	6	10	8	13	8	13	10	12	To Lobutcha				80	4	1 (2)
Liberty	18	9	12	10	16	3	12	13	To Noxapater				93	4	2 (1)
Lobutcha	12	10	9	13	5	10	13	9	10	14	14	7	126	7	3
Noxapater	50	33	37	33	37	35	33	32	38	34	39	31	432	16	7
Winston	42	28	27	27	30	26	44	20	25	22	25	12	328	12	6
TOTAL	180	137	125	124	131	117	144	132	109	95	105	73	1472	61	27
GRADE RATIO TO FIRST GRADE	100	76	70	69	73	65	80	73	61	53	58	41			
Louisville	142	135	119	87	85	77	106	93	102	79	98	69	1192	43	12

The above table shows the ADA by grades in each White Attendance Center in operation during 1954 - 55, also the number of teachers employed, the number of buses serving the school.

90

[89] Ivy, H. M. *Survey of Winston County Public Schools.* Winston County Board of Education. 1956.

[90] Ivy, H. M. *Survey of Winston County Public Schools.* Winston County Board of Education. 1956.

T A B L E IV - A (Continued)

CENTER	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	TOTAL	TEACHERS	BUSES
Rocky Hill	41	9	16	6	15	10	10	5	To Louisville				112	4	1
Spring Hill	6	2	1	0	0	2	0	1	To Louisville				10	1	
Triplett	1	3	2	0	0	0	2	1	To Louisville				9	1	
Zion Hill	10	1	1	1	1	1	1	0	To Louisville				16	1	
Zion Ridge	17	6	3	7	7	0	3	10	To Louisville				53	2	
TOTAL	398	199	176	142	167	132	118	128	40	27	25	20	1573	64	6
GRADE RATIO TO FIRST GRADE	100	50	44	36	42	33	30	32	10	7	6	5			
Louisville	107	55	62	78	26	32	62	30	106	63	27	24	672	20	5

The above table shows the ADA by grades in each Negro Attendance Center in operation during 1954 - 55, also the number of teachers employed, the number of buses serving the school.

91

T A B L E IV - A

WINSTON COUNTY SCHOOLS, COLORED ATTENDANCE CENTERS, 1954-55

1954 - 1955 ADA by GRADES

CENTER	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	TOTAL	TEACHERS	BUSES
Bethel	6	5	4	3	2	1	2	2	To Louisville				25	2	
Clay Hill	10	2	3	3	3	5	4	3	To Louisville				33	1	
Center Hill	29	21	15	8	14	8	12	11	To Louisville				118	4	
Cooper	2	3	2	2	0	1	2	2	To " and Noxapater				14	1	
Dry Creek	7	3	1	1	2	1	0	0	To Louisville				15	1	
Ebenezer	11	2	2	3	3	1	2	3	To Louisville				27	1	
Ellison Ridge	15	9	4	4	4	1	2	1	To Louisville				40	1	
Greensboro	19	15	7	10	11	9	9	12	To Louisville				92	4	
Grindle Branch	7	6	2	4	5	5	1	3	To Louisville				33	2	
Harmony	11	2	6	8	2	6	4	4	To Louisville				43	2	
Harrington	8	9	5	3	11	6	6	4	To Louisville				52	2	
Harper	9	3	2	1	3	1	2	0	To Louisville				21	1	
Hathorn	21	11	13	4	10	7	5	9	To Noxapater				80	3	
Highpoint	3	6	2	6	7	5	4	1	To Louisville				34	1	
Hinze	52	26	18	14	15	15	7	15	To " and Noxapater				162	6	3
Kate Springs	12	2	5	3	6	6	5	2	To Louisville				41	2	
Mt. Olive	13	3	6	5	6	5	4	3	To Louisville				45	2	
Mt. Nebo	8	1	5	2	3	3	4	3	To Louisville				29	1	
Miller's Chapel	4	3	0	5	1	3	0	0	To Louisville				16	1	
New Zion	18	6	9	6	2	8	5	4	To Louisville				58	2	
Noxapater	35	23	27	21	19	15	14	20	40	27	25	20	286	10	2
Piney Grove	3	2	4	3	4	0	1	0	To Louisville				17	1	
Poplar Flat	10	10	4	3	6	2	2	3	To Louisville				40	2	
Richland Ridge	10	5	7	6	5	6	5	6	To Louisville				50	2	

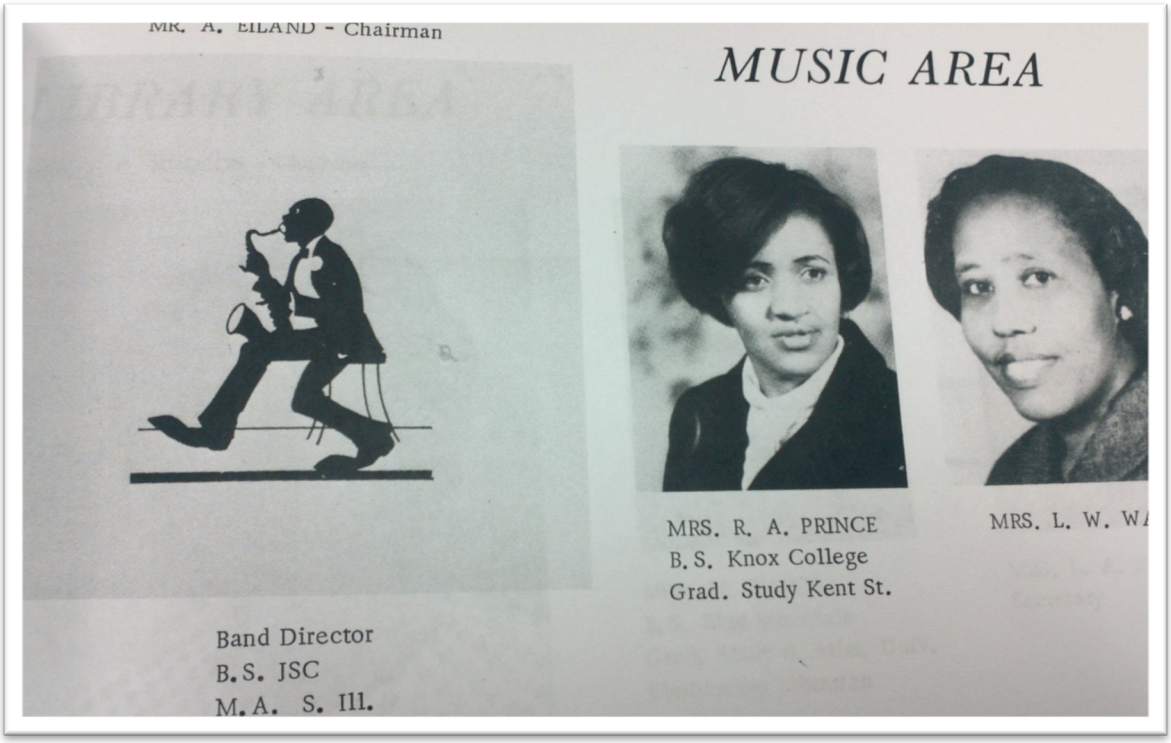
92

[91] Ivy, H. M. *Survey of Winston County Public Schools.* Winston County Board of Education. 1956.

[92] Ivy, H. M. *Survey of Winston County Public Schools.* Winston County Board of Education. 1956.

APPENDIX II: THE TROJAN YEARBOOK – PHOTOS FROM 1963-1968

This appendix features photos from the Louisville Colored School yearbook, "The Trojan." The pictures were obtained from yearbooks held in the Winston County Public Library and from the personal collections of Mr. Esco Hemphill and Mrs. Mary Ann Hopkins. The yearbooks used cover the years 1963 to 1968. One photo is from the "LHS Mirror," the 1971 yearbook from the year Winston County schools integrated. These photos serve the purpose of providing visual aid to support the information presented in the introduction and interview sections of this thesis.



93

[93] "The Trojan," Yearbook Collection, 1963-1968.

94

95

[94] *Ibid.*
[95] *Ibid.*

[96]

[97]

[96] *Ibid.*
[97] *Ibid.*

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[98] *Ibid.*
[99] *Ibid.*

[100]

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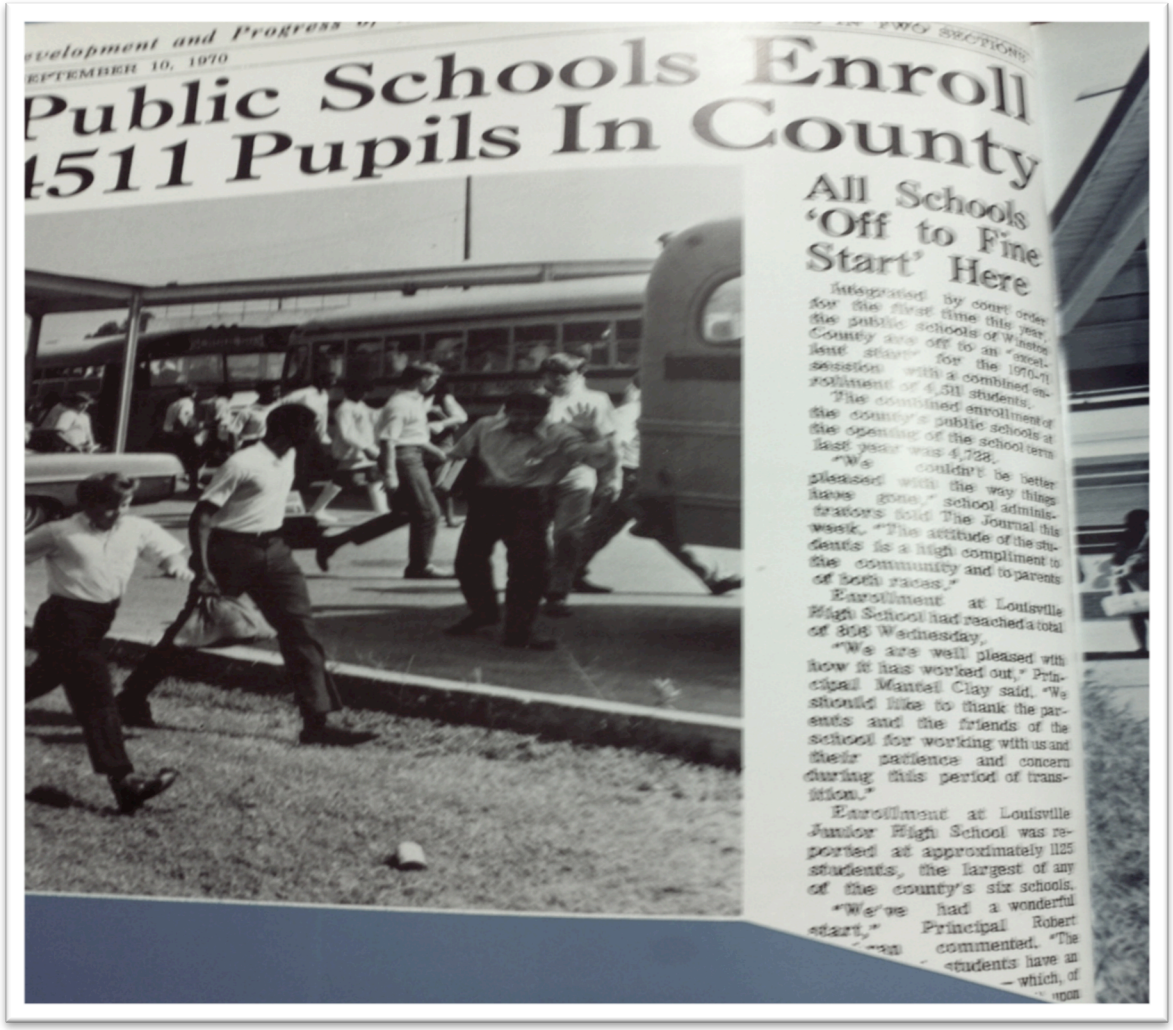
[100] *Ibid.*
[101] *Ibid.*



velopment and Progress
EPTEMBER 10, 1970

Public Schools Enroll 4511 Pupils In County

All Schools 'Off to Fine Start' Here

Integrated by court order for the first time this year, the public schools of Winston-County are off to an "excellent start" for the 1970-71 session with a combined enrollment of 4,511 students.

The combined enrollment of the county's public schools at the opening of the school term last year was 4,728.

"We couldn't be better pleased with the way things have gone," school administrators told The Journal this week. "The attitude of the students is a high compliment to the community and to parents of both races."

Enrollment at Louisville High School had reached a total of 808 Wednesday.

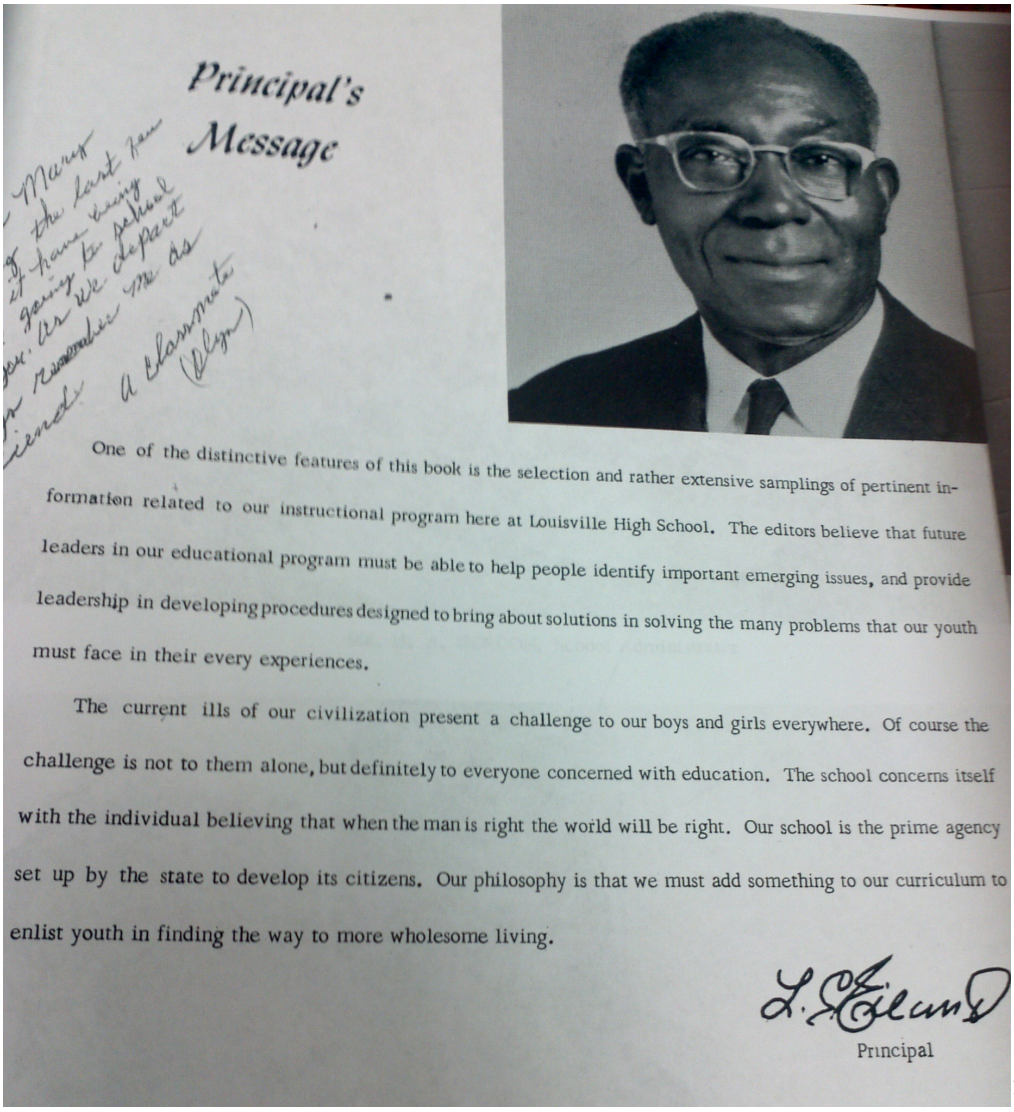
"We are well pleased with how it has worked out," Principal Mantel Clay said. "We should like to thank the parents and the friends of the school for working with us and their patience and concern during this period of transition."

Enrollment at Louisville Junior High School was reported at approximately 1125 students, the largest of any of the county's six schools.

"We've had a wonderful start," Principal Robert commented. "The students have an which, of

[102]

[102] "The Louisville High School Mirror," Yearbook, 1971.



Principal's Message

One of the distinctive features of this book is the selection and rather extensive samplings of pertinent information related to our instructional program here at Louisville High School. The editors believe that future leaders in our educational program must be able to help people identify important emerging issues, and provide leadership in developing procedures designed to bring about solutions in solving the many problems that our youth must face in their every experiences.

The current ills of our civilization present a challenge to our boys and girls everywhere. Of course the challenge is not to them alone, but definitely to everyone concerned with education. The school concerns itself with the individual believing that when the man is right the world will be right. Our school is the prime agency set up by the state to develop its citizens. Our philosophy is that we must add something to our curriculum to enlist youth in finding the way to more wholesome living.

L. Eilands

Principal

[103]

[103] "The Trojan," Yearbook Collection, 1963-1968.

VITA

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Thesis: From Segregation to Integration: A Historical Study of Music Education in the Colored School in Louisville, Mississippi through 1970.

B.A., Music, Stillman College, May 2012
Concentration: Trumpet Performance

TEACHING EXPERIENCE

Graduate Assistant, 2013 – present
University of Mississippi
Course: Music for Non- Music Majors

PRESTENTATIONS

Annual Spring Research Symposium, University of Mississippi, 2013
Missouri Music Educators Association, 2014 Conference